

USING MOTIVATIONAL INTERVIEWING TO INCREASE TEACHER IMPLEMENTATION FIDELITY OF EVIDENCE- BASED PRACTICES

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OBJECTIVES

- **Articulate the logic, spirit, and core strategies associated with a motivational interviewing (MI) approach in working with teachers**
- **Implement MI strategies (including the OARS, identifying and differentially responding to change talk, and strategic planning) while minimizing MI-inconsistent responses**
- **Provide an overview of the Classroom Check Up model and its use in promoting teacher fidelity of effective practices**

60 SECOND CONVERSATION

- Turn to the person next to you and tell them one goal you would like to accomplish by the end of the session today

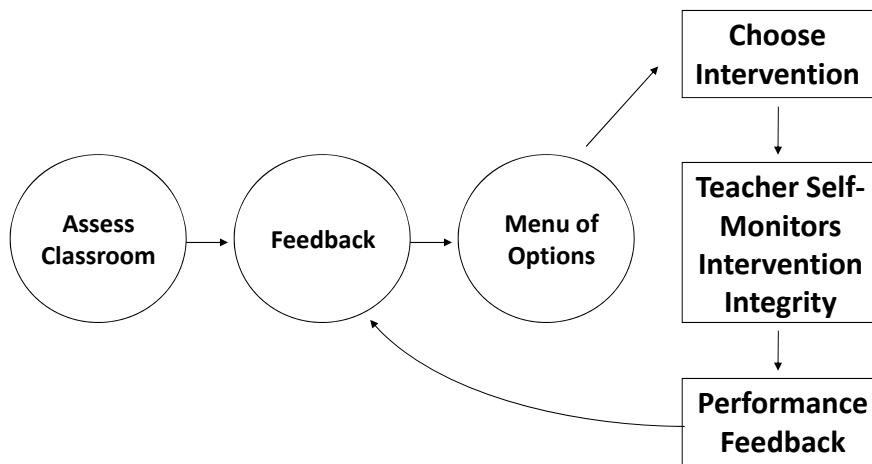
THE CLASSROOM CHECK-UP

The Easy Stuff

CLASSROOM CHECK-UP (CCU)

- Teacher consultation approach for promoting effective classroom management practices
 - MI integrated throughout the CCU
 - Can be adapted to promote any effective practice
- Key Components
 - Assesses Critical Classroom Management Variables
 - Provide Personalized Feedback
 - Develop an Individualized Intervention Plan Collaboratively with the Teacher
 - Provide ongoing Feedback & Support

THE CCU PROCESS



GETTING PEOPLE TO CHANGE

The most challenging part of consulting with teachers is getting them to do what I want them to do.

~Classroom Coach

The Hard Stuff

A TASTE OF MI

- Negative Practice
- Positive Practice

NEGATIVE PRACTICE

- **Speaker role:** Identify a change that you are *considering*, something you are *thinking about* changing in your life, but have not definitely decided. It will be something you feel two ways about. It might be a change that would be good for you, that you should make for some reason, but have been putting off. Tell the consultant about this change you are considering.
- **Listener role:** Use as many of the roadblocks to listening as you can to persuade the speaker to change

ROADBLOCKS TO LISTENING

- Ordering, directing, commanding
- Warning or threatening
- Giving advice, suggestions, solutions
- Persuading with logic, arguing, or lecturing
- Moralizing, preaching, telling what should do
- Disagreeing, judging, criticizing, blaming
- Agreeing, approving, praising
- Shaming, ridiculing, labeling
- Interpreting or analyzing
- Reassuring, sympathizing, or consoling
- Questioning or probing
- Withdrawing, distracting, humoring, or changing subject

POSITIVE PRACTICE

- **Listener role:** Don't try to persuade or fix anything. Don't offer advice. Instead ask these four questions one at a time, and listen carefully to what the person says:
 - Why would you want to make this change?
 - If you did decide to make this change, how might you go about it in order to succeed?
 - What are the three best reasons for you to do it?
 - How important would you say it is for you to make this change, on a scale from 0 to 10, where 0 is not at all important, and 10 is extremely important?
[Follow-up question: And why are you at _____ rather than a lower number of 0?]

MOTIVATIONAL INTERVIEWING: THE BASICS

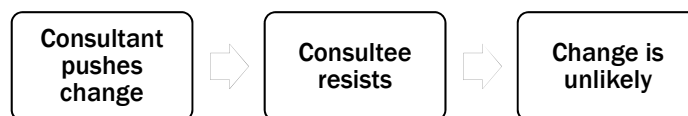
DEFINITION

Motivational interviewing is a collaborative conversation style for strengthening a person's own motivation and commitment to change.
"motivational conversation"

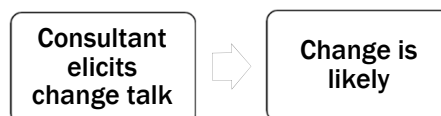
Miller & Rollnick, 2013, p. 29

THEORY

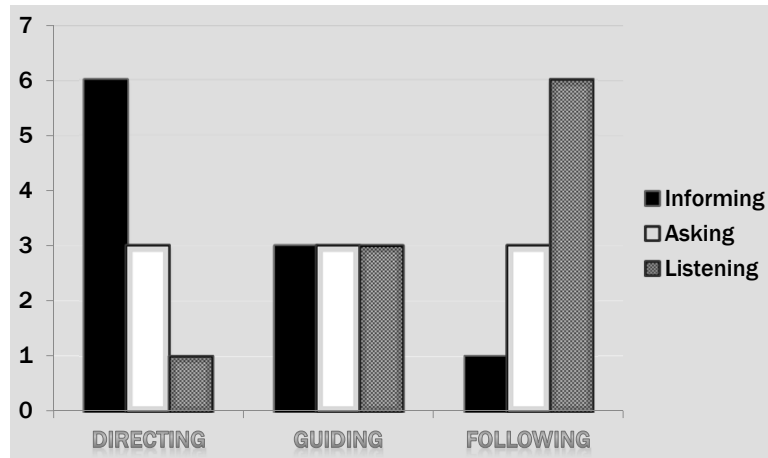
- The way a consultant interacts with a consultee impacts the consultee's language, which then impacts behavior.



OR



CONTINUUM OF STYLES

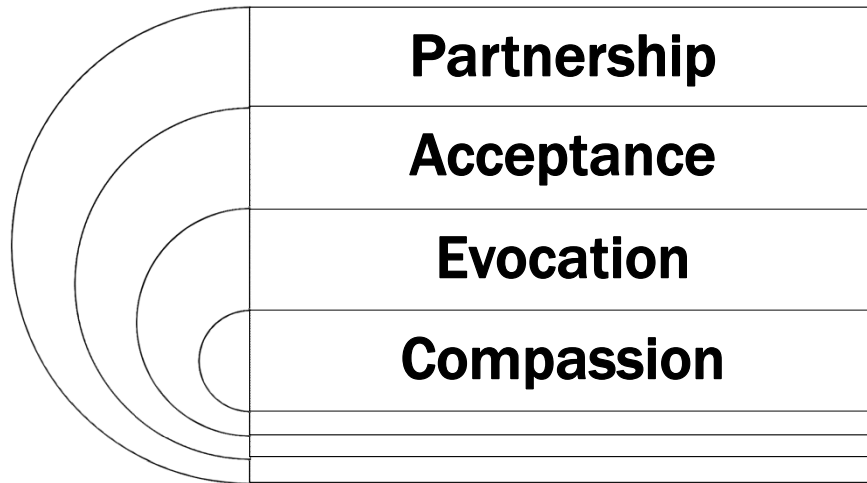


Miller & Rollnick, 2013

TWO BIG IDEAS

- **MI Spirit**
 - If teachers come to believe that you genuinely accept and understand them, you have created the setting for them to move in positive directions.
- **Change Talk**
 - If you learn to hear change talk it becomes your guide to doing MI

MI SPIRIT



CHANGE TALK

- **Desire:**
 - “I wish. . .”
 - “Something really needs to change.” “I’m hoping that...”
- **Ability:**
 - “I can do this.”
 - “This is something I do really well, so this won’t be a problem.”
- **Reasons/Benefits of Change:**
 - “If I get control of the classroom, I think it will help all of my students to feel good about themselves and their abilities.”
 - “If this works, it will give me more time to get to the content.”

- **Need/Problems with Status Quo:**

- “Without some changes I don’t think I can make it through the year.”
- “I go home every day from work just feeling exhausted.”
- “I don’t think the students are learning very much this year with all the distractions.”

- **Commitment:**

- “I will try your suggestions.”
- “I’m going to pay attention to my use of praise this week.”
- “The first thing I will do is to post my new rules and teach them to the students tomorrow.”

COMMITMENT TALK

- **Special instance of change talk**
 - Intention to change (“I will do this”)
- **Commitment talk towards end of meeting is the best predictor of whether people will change**

BUZZ: IS IT CHANGE TALK?

- Read the following and circle any examples of change talk (see Handout: *Change Talk Exercise*)
 - *I'm worried that if I don't get control of this class soon that I'm not going to make it through the year.*
 - *It just seems like we're wasting a lot of time this year waiting for students to settle down.*
 - *Yeah, I know it's important to have a fast pace, but you know this year I have the low group and I worry that they won't be able to keep up.*
 - *I would like to be better at setting limits with students.*

MOTIVATIONAL INTERVIEWING STRATEGIES

Use Your
OARS

Evoking
Change Talk

Responding
to Change
Talk

Responding
to Resistance
(Sustain Talk)

THE MI 'OARS'

- Open-ended questions
- Affirmations
- Reflections
- Summaries

OARS

- **Open-Ended Questions** (can't be answered in a single word)
 - "What are your concerns about...?"
 - "Why do you want to make these changes?"
 - "How have you handled these problems in the past?"
- **Affirmations** (specific and genuine):
 - "You're really putting a lot of thought and time into this."
 - "I see how hard you are working."
 - "You did an amazing job with praise this week."

OARS

- **Reflective Statements** (strategy of paraphrasing comments while giving special attention to the implied feelings):
 - “You’re really frustrated by how things are going.”
 - “You’re having fun in your class.”
 - “You just really want the best for these kids.”
- **Summaries** (two or three sentences to draw connections):
 - “So let me make sure I’m understanding all of the big ideas so far. You’re feeling pretty worn out from all the chaos in your classroom this year and taking on new classroom strategies just seems like another burden right now. At the same time, part of you is hopeful that spending time on it now could eventually give you more time.”

QUESTIONS THAT EVOKE CHANGE TALK: DARN-C

See handout: *Questions that Evoke Change Talk*

- **Desire**
 - Tell me about things you want to be different.
- **Ability/Optimism About Change**
 - What makes you think you could do it?
- **Reasons/Benefits of Change**
 - How would you like things to be different?
- **Need for Change/Disadvantage of Status Quo**
 - What makes you think that you may need to make a change?
- **Concern**
 - What worries you about your ____?
- **Commitment/Intention to Change**
 - What would you be willing to do?

60 SECOND BUZZ

EVOKING CHANGE TALK WITH QUESTIONS

- Turn to the person next to you and ask them any question on the handout *Questions that Evoke Change Talk* about a behavior they are considering changing.
- Listen for their response and decide if it is an example of change talk.
- Switch roles.

EVOKING WITH QUESTIONS

Consultant: What do you want support with?

Teacher: I would love support with disrespectful behaviors in the class. The calling out, the yelling at teachers. I mean just constant lack of regard for the rules. I hate the talking while you're teaching, the out of seat behaviors. I just want help getting them to do anything that they are supposed to be doing.

Open-ended question

Change talk: desire and reasons for change

<p>Teacher: For me it's a time thing. It takes longer to quiet people down by praising the students who are on task and waiting for the others to get on task than to just tell them.</p>	Sustain talk
<p>Consultant: What are the disadvantages of doing that?</p>	Open-ended question
<p>T: Well it doesn't always work especially for the kids who like to talk out.</p>	Change talk: reasons for change
<p>C: What would be the advantage of doing both, stating your expectation, "Sit quietly," and then praising those who meet the expectation?</p>	Open-ended question
<p>T: Well it helps clean up the mess. It gives me another tool for getting everyone on task. So most kids will sit quietly when I ask and then the praise for those kids might draw the others in. Plus, it's also nice giving attention to the kids who always do the right thing. It's easy to overlook them, but this way I'll be giving them the attention they deserve.</p>	Change talk: reasons for change

IMPORTANCE/CONFIDENCE RULERS

- How important would you say it is for you to _____? On a scale from 0 to 10, where 0 is not at all important and 10 is extremely important, where would you say you are?

0	2	4	6	8	10
Not at all Important			Extremely Important		

- Why are you at a ____ and not zero?
- What would it take for you to go from ____ to [a higher number]?
- And how confident would you say you are, that if you decided to _____, you could do it? On the same scale from 0-10, where would you say you are?

60 SECOND BUZZ EVOKING CHANGE TALK WITH RULERS

- In groups of three
 - Speaker: Talk about a problem you would like to change.
 - Coach: Ask the Ruler questions.
 - Observer: Listen for change talk.

RESPONDING TO CHANGE TALK

- Elaborating change talk
- Affirming change talk
- Reflecting change talk
- Summarizing change talk

KEEPING IT GOING: ELABORATING CHANGE TALK W/ REFLECTIONS

Consultant: What would you like to be different?	Open-ended questions
Teacher: I talk too much. I know I do. I want to fix that but I don't know how to fix it.	Change talk: desire for change
C: You feel very strongly that you are talking too much and this interferes with your classroom.	Reflection
T: Yes. I know my message gets lost on students if I say too much. I know they hear me better and are more likely to respond positively if I can be concise.	Change talk
C: So you want to learn how to give effective commands. That makes a lot of sense to me.	Reflection and Affirmation

RESPONDING TO RESISTANCE: DON'TS (RESPONSES TO AVOID)

- **Education: Uninvited Information-Giving**
 - Easy to fall into the trap of giving information in response to a resistant statement
 - "Research has shown that..."
 - This is a subtle (sometimes not so subtle) trap of taking sides.
 - The implied message is, "If only you knew a little more you would feel differently."
 - The most likely response to uninvited information giving after a resistance response is further resistance ("Yes, but...").
 - Invited or well-timed information-giving can be helpful.
- **Argument: Giving Reasons Why Change Would be Good**
 - "This can really help you by ..."
- **Premature Solutions** ("Have you tried ...," "What if you...")
- **Self-Disclosure**
- **Authority/Pressure/Guilt**

RESPONDING TO RESISTANCE: DO'S: GUIDING PRINCIPLES

- **Resist the Righting Reflex**
- **Finding the Gem**
 - Listen for strengths, values, good intentions
 - T: "I have tried all of these strategies that we've been discussing—building strong relationships, praising, proactive teaching. I've used them all year and with Alex it just doesn't work."
 - C: "You've been really committed to making a difference for this boy, and you really wish you had seen more progress. I admire your persistence. And what a gift you have given him this year. I bet he has had few other people in his life stick with him like that. That's something that stays with children much longer than we know or see in the short-term."
- **Focus on the Child's Perspective**
 - "What do you think the student is learning when you say (do) that..." or "What do you want your students to learn from ..."

RESPONDING TO RESISTANCE: SPECIFIC RESPONSES

- Simple reflection
- Amplified reflection
- Double-sided reflection
- Shifting focus
- Reframing
- Agreeing with a twist
- Emphasize personal choice and control
- Coming along side

See Miller & Rollnick, 2013

RESPONDING TO SUSTAIN TALK

- Roll with it—don't argue against it!
- When in doubt, Reflect or Shift the Focus
- Practice:
 - Teacher A: "This just isn't my style of teaching; I have control over my class and don't need this classroom management strategy."
 - Teacher B: "I don't have the time to fit this into my schedule with everything else I have going on right now."
 - Teacher C: "I've tried my best and nothing is working. I am not really open to doing much more."

Teacher A: "This just isn't my style of teaching; I have control over my class and don't need this classroom management strategy."

- *Simple Reflection*: "It feels intrusive to be asked to try a new teaching style."
- *Double-Side Reflection*: "On the one hand, this is an uncomfortable to be trying to merge these strategies with your teaching style. On the other hand, you are curious how it would feel in your classroom to make it a little more flexible/fun."
- *Reframe*: "You really are knowledgeable about how to make your classroom predictable for students. Whatever strategies that you add will have to not interfere with the structure you've established."
- *Shifting Focus*: "What do you see as your biggest strengths as a teacher, things you do particularly well?"
- *Emphasizing Personal Choice*: "I'm definitely not here to try to convince you to do something you don't want to do. The only changes that will happen in your class are ones that you choose to make."

Teacher B: "I don't have the time to fit this into my schedule with everything else I have going on right now."

- ***Amplified Reflection:*** "On your long list of things to do, this would be at the very bottom."
- ***Reframe:*** "You are really committed to doing things the right way."
- ***Shifting Focus:*** "Rather than focusing on taking on something new, let's talk about what is going well in your classroom so far."
- ***Coming Alongside:*** "Maybe this is the wrong time to work on classroom management. It just seems like a waste of time compared to your other priorities."
- ***Query Extremes:*** "If things keep going as they are now, what's the best outcome you can imagine for your class? How about the flipside, what's the worst you can imagine?"
- ***Look Forward/Backward:*** "Let's look into the future and tell me what you want your class to look like at the end of the year."

Teacher C: "I've tried my best and nothing is working. I am not really open to doing much more."

- ***Simple Reflection:*** "It's really frustrating to put in so much effort and not see much progress."
- ***Reframe:*** "You just want so much to make a difference in these kids lives and it's hard to wait and see if the changes you've made are going to stick with these kids."
- ***Shifting Focus:*** "Before focusing on the students, I wonder if we could take a step back for a moment and reflect on all the positive changes you have made."
- ***Emphasizing Personal Choice:*** "What we do next is completely your decision."
- ***Agreement with a Twist:*** "You could see kids really taking advantage of this, so it will be really important that we monitor this and make sure it's having the effects that research has shown in other classrooms."
- ***Coming Alongside:*** "This has become such a burden. Even these meetings feel like I'm asking you to do more and more. Maybe we need to take a break."
- ***Values Queries:*** "You have been working so hard on this. Remind me what was driving you so hard to make all these changes."

CCU

Components of the Classroom Check-Up	
Step 1: Assess Classroom	<input checked="" type="checkbox"/> Teacher Interview <input checked="" type="checkbox"/> Classroom Ecology Checklist <input checked="" type="checkbox"/> Brief Classroom Interaction Observation <input checked="" type="checkbox"/> Classroom Academic Engagement
Step 2: Feedback	<input checked="" type="checkbox"/> Consultant provides feedback on assessment findings. <input checked="" type="checkbox"/> Feedback includes both identified teacher strengths and weaknesses
Step 3: Menu of Options	<input checked="" type="checkbox"/> Teacher and Consultant collaboratively develop a menu of options for intervening to create positive classroom outcomes
Step 4: Choose Intervention(s)	<input checked="" type="checkbox"/> Teacher chooses any number of interventions to implement. <input checked="" type="checkbox"/> Consultant provides ongoing support in the implementation of the intervention(s)
Step 5: Teacher Self-Monitoring	<input checked="" type="checkbox"/> Teacher monitors daily implementation of the chosen intervention using an intervention procedural checklist
Step 6: Performance Feedback	<input checked="" type="checkbox"/> Consultant conducts ongoing classroom observations and provides feedback to the teacher on current performance <input checked="" type="checkbox"/> Monitor, Review, and Revise as needed.

STEP 1: ASSESS THE CLASSROOM (ENGAGING & FOCUSING)

- Teacher Interview
 - Engage and Build Rapport
 - Identify Strengths and Areas for Improvement
 - Identify Areas of Concern
- Classroom Ecology Checklist
 - Instructional Management
 - Behavior Management
 - Physical Environment
- Direct Observations
 - Observe Critical Classroom Variables

GET TO KNOW YOU INTERVIEW

Sample *Get to Know You* Interview Questions

Teaching Experiences and Background

- How long have you been a teacher?
- What made you want to become a teacher?
- What's the best part of being a teacher?
- What is the most difficult part of being a teacher?

Classroom Atmosphere

- How would you describe the culture of your classroom?
- What is it like for students to be in your classroom?

Classroom Management Practices

- What strategies do you use to manage student behavior in your classroom?
- What areas of classroom management do you do well and less well?
- How do you handle misbehavior in the classroom?
- What strategies work the best for you? What strategies have you found not to work?

Ideal Classroom

- What would your ideal classroom look like?
- What do you want children to learn from being in your classroom?
- What do you want children to remember about you and your classroom?

Past Consultation Experiences

- Tell me about any prior consultation experiences you have had?
- What worked well and not so well in this past experiences?

VALUES EXPLORATION

- Interview Questions
 - Why did you become a teacher?
 - What do you love about teaching?
 - What are the most important things to you?
- Values card sort
 - 20-30 value cards
 - Sort into 3 piles:
 - Very Important, Important, Not important
 - Sort Very Important pile into 3 most important
 - Discuss final 3 values

Forgiving

EVERYDAY CONVERSATIONS ABOUT CHANGE

"The 20% Rule"

ECOLOGICAL ASSESSMENTS

- Teacher interview
- Classroom ecology assessments
- Direct Observations
 - Teacher behaviors
 - Student behaviors

CRITICAL CLASSROOM VARIABLES

- Opportunities to Respond (OTR)
 - 4-6 per minute for new material
 - 9-12 per minute for drill and practice
- Correct Academic Responses (CAR)
 - 80% for new material
 - 90% for drill and practice
 - $\# \text{ CAR} / \# \text{ OTR} \times 100\% = \text{Percent Correct Academic Responding}$

CRITICAL CLASSROOM VARIABLES

- Praise
 - Specific
 - General
- Reprimands
- Ratio of Interaction
 - # praise: # reprimands

Brief Classroom Interaction Observation

Classroom code: 1 Date: 1/28/2010 Observer: WR

Start Time: 9:34 am Stop Time: 9:44 Topic: Reading Instruction

Type of Instruction: Initial Drill and Practice (Circle one)

Interval 1 (1-5 minutes) Interval 2 (6-10 minutes)

Opportunity to Respond (OTR)	///	///	9 ~ 1/min.
Correct Academic Response (CAR)	///	///	5
Disruptive Behavior	///	///	?
Praise SPECIFIC	/	/	1
Praise GENERAL	/	/	1
Reprimand/ Correction	///	///	5

Comments: Ratio = 9 CAR = 5/9 = 56%

Active Supervision	5 4 3 2 1	Smooth Transitions	5 4 3 2 1
Varied Reinforcement	5 4 3 2 1	Positive Climate	5 4 3 2 1
Contingent Reinforcement	5 4 3 2 1	Schedule Followed	5 4 3 2 1
Social Obj. Reviewed	5 4 3 2 1	Academic Obj. Reviewed	5 4 3 2 1
Attention Getting Signal	5 4 3 2 1	Overall Rating	5 4 3 2 1

**10-minute
Frequency Count**

CRITICAL CLASSROOM VARIABLES

- Classwide Academic Engagement
 - 5 minute observation

Classroom Academic Engagement—5minutes

Classroom ID: 1 Date: 1/28/2010 Observer: WR
 Beginning Time: 9:50am

(+) indicates engaged
 (0) indicated not engaged

1	2	3	4	5	6	7	8	9	10	11	12
+	+	+	0	+	+	+	+	+	0	0	+
13	14	15	16	17	18	19	20	21	22	23	24
0	0	+	+	+	+	+	+	+	0	+	0
25	26	27	28	29	30	31	32	33	34	35	36
+	+	+	+	0	+	0	+	0	0	+	+
37	38	39	40	41	42	43	44	45	46	47	48
+	+	0	+	+	+	+	+	0	+	+	+
49	50	51	52	53	54	55	56	57	58	59	60
+	+	+	+	0	0	0	+	+	+	0	+

**5 second
momentary time
sampling form**

Comments: Doing group work during reading
then switched to worksheets

16 off task
44 on task

44/60 = 73% classroom
Engagement

EVOKING

- Open-ended questions to evoke
- Elaborating change talk
- Using feedback to focus and evoke

STEP 2: FEEDBACK (EVOKING)

- Meet with Teacher
- Summarize Data
 - Identify Strengths
 - Identify Areas for Improvement
- Provide Visual and Verbal Feedback

Behavior	Red	Yellow	Green
Percent Correct Academic Responding	Less than 75% new material Less than 80% drill and practice	75-79% new material 80-89% drill and practice	80% new material 90% drill and practice
Percent Academically Engaged	Less than 80%	81-90%	91-100%
Opportunities to Respond	Less than 10/10 min.	10 – 39/ 10 min.	40 or more/ 10 min.
Ratio of Interactions	Less than 1:1 or < 1 praise statement per minute	@ least 1:1 Consistently	@ least 5:1 Consistently
Specific vs. General Praise	No Praise	Less Specific Praise than General Praise	More Specific Praise than General Praise
Disruptions	10/10 min.	5-9 / 10 min.	0-4 / 10 min.

Profile for: Classroom 1 Date: 2/1/2010

Instructional Management	
Smooth Transitions	X
Schedule Posted and Followed	X
Academic Objectives Clear	X
Pacing	X
Student Accuracy	X
Student Engagement	X
Other:	
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Behavior Management	
Behavioral Expectations Clear	X
Active Supervision	X
Use of Praise	X
Use of Reprimands	X
Positive to Negative Ratio	X
Other: <u>Nonverbal Responding</u>	X
<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> Strength Needs Attention </div>	

Classroom Climate	
Physical Environment	X
Social Environment	X
Overall Climate	X
Other: <u>Report of Children</u>	X
<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> Strength Needs Attention </div>	

**Visual
Feedback of
Strengths &
Areas that
Need
Attention**

STEP 3: MENU OF OPTIONS (PLANNING)

- During the Feedback Identify Possible Areas for Intervention
 - Identify Areas that Teacher Finds Important
- Write Down All Possible Intervention Ideas
 - Provides a Menu of Options
 - Interventions build From Teacher Strengths
 - Interventions Guided by Consultants Knowledge of Research

Classroom Check-up
Menu of Options

Classroom #: 1 Date: 2/1/2010

Target Areas for Improvement:
Based on the feedback what areas would you as the classroom teacher like to focus.

1. Pacing of lessons
2. Increase ⊕ to ⊖ / Praise ★
3. Clearer expectations

Menu of Options to Increase Effective Classroom Management Strategies:

Collaborative Ideas	Strategies Used by Others	Ongoing Supports
<u>Teach students to raise hand before answering</u>	To improve positive to negative ratio: (goal=5:1) identify strategies to increase praise and reduce reprimands	Weekly Check-in
<u>Praise students who do raise hand</u>	To improve classroom climate: increase noncontingent positive reinforcement	Model strategies in classroom
<u>Ignore students who call out</u>	To improve pacing of lessons: identify strategies to breakdown complex into smaller chunks and ideas for providing more questions to more students	Observe and provide Performance Feedback
<u>Use reminder to use specific praise</u>	To improve use of reprimands: identify strategies for knowing when to use reprimand and when not as well as ideas for making the reprimands concise and fluent	Schedule a visit to observe another teacher using strategies
<u>Use flash cards to review lessons + increase pace</u>	To improve correct academic responding: Review lesson material to determine if above or below current level of students. Teach to mastery	Videotape and review together
<u>Walk around room during independent work</u>	Identify behaviors of concern and develop a hierarchy of consequences to increase consistency	Books:
	Develop a lesson plan for teaching classroom expectations. Teach the expectations regularly	Other:
	Other:	

NEXT STEP: Identify from the Menu one or more strategies to put into place. Complete Action Planning Form to identify the specific goal (e.g., increase use of specific praise from 5 to 10 per lesson).

As you review the feedback write down areas that the teacher expresses interest in targeting.

Next, come up with some initial intervention ideas across the target areas.

- **Select One or Two Interventions from Menu**
 - Intervention is collaboratively designed
 - Intervention is tailored to the needs of the classroom
- **Develop an Action Plan for Implementation**
 - This plan can guide self-monitoring

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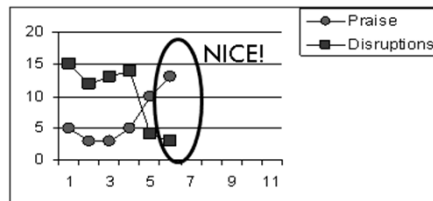
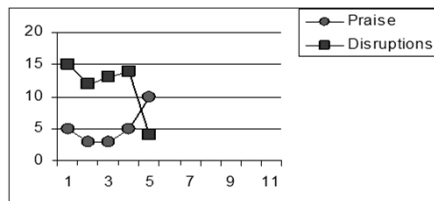
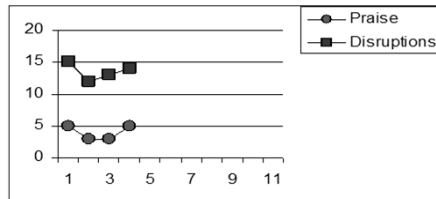
STEP 5: TEACHER SELF-MONITORS

Intervention Procedural Checklist

- Self-monitoring form guides daily intervention

Example Self-Monitoring Form

Date:	
Check off each strategy used today.	
<input type="checkbox"/>	1. Used reminder to increase praise (note on overhead).
<input type="checkbox"/>	2. Reviewed Expectations (begin class with math challenge; students raise hand to talk).
<input type="checkbox"/>	3. Begin Math instruction on time.
<input type="checkbox"/>	4. Use Specific Praise when students raise hand.



STEP 6: PERFORMANCE FEEDBACK

Visual Performance Feedback

Graphically depict observed use of classroom management strategies

EXTENSIONS

- **Double Check (Bradshaw):**
 - Increasing culturally responsive instruction
- **CCU plus:**
 - Increasing implementation of evidence-based practices such as social-emotional curricula (PATHS; Reinke) and small group interventions (Coping Power; Herman),
 - First Step to Success (Frey), and
 - Incredible Years (Shepard).

NEXT STEPS

EXPANDING YOUR MI REPERTOIRE

- **Seek Additional Learning Opportunities**
 - Visit MI websites and explore MI books
 - motivationalinterviewing.org;
motivationalinterview.org
 - Establish a learning group
 - Contact consultants
 - Tape and code your consultation conversations
 - Contact consultants
 - Observe others doing MI (videos and YouTube)
- **Don't Fall Into the Overconfidence Trap (Miller)**
- **Pay attention to MI inconsistent responses**

SELF-ASSESSMENT

- **8 Tasks of Learning MI (Miller & Moyers)**
 - MI Spirit
 - Using OARS
 - **Catching yourself (rolling with resistance)**
 - **Recognizing/reinforcing change talk**
 - **Evoking change talk**
 - Developing a change plan
 - **Consolidating commitments**
 - Integrating MI with other treatments.
- **Self assessment of 8 tasks**

MI SKILL DEVELOPMENT

- Focus on two things:
 - Increasing your MI consistent responses
 - OARS
 - More reflections than questions
 - Listening
 - Decreasing MI inconsistent responses
 - Directing, advising, educating, leading
 - Catch yourself
 - Be aware of your most common MI inconsistent responses (intuitive)
 - Stop yourself from doing these responses during meetings
 - Do something different! (reflection, shifting focus)

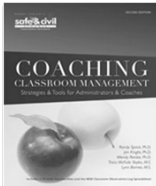
GOAL SETTING

- On Monday morning when I return to work, I commit to using the following MI strategy to initiate a new, more productive way of coaching teachers:

Signature

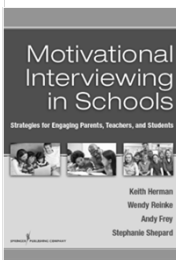
Date

RESOURCES

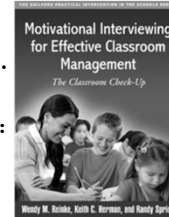


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MORE INFO